

LATIN NOTES

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Address communications to FRANCES E. SABIN, Director of the Bureau

Issued in the interests of the teachers of Secondary Latin and Greek

Associate Editors: Dr. Lillian B. Lawler, Claire C. Thursby, Harry E. Wedeck, John F. Gummere,
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No. 1

The director of the Service Bureau, Frances Sabin, will be absent from September 1932 to June 1933. The leave of absence from New York University will be spent in taking a trip around the world from which she hopes to gain much in the way of rest and stimulation in the interests of Latin. Her work will be carried on by Josephine Abel, for six years the director of The Classical Center at Los Angeles, whose broad experience in meeting the needs of Latin teachers is too well known to require publicity. All friends of the Bureau are urged to send in whatever good material may be at hand to be put into mimeographed or printed form.



THE LATIN BOOTH AS IT APPEARED IN THE EXHIBITION BUILDING DURING THE SUMMER MEETING OF THE N. E. A.

THE TWELFTH ANNUAL MEETING

The American Classical League held its twelfth annual meeting in connection with the summer meeting of the National Education Association which took place in Atlantic City during the month of June. The business meeting of the Council, as well as the afternoon session open to the public, took place on June 27 at the Hotel Dennis which had been selected as headquarters.

At the morning session, devoted to the business affairs of the League, Secretary Tanner reported a membership for the year 1931-32 of 4,913 as against 5,644 for the previous year. States showing a membership of 200 or more each are California, Illinois, Massachusetts, New Jersey, New York, Ohio, and Pennsylvania.

The treasurer's report showed receipts for the fiscal year ending June 30, 1932, amounting to \$27,892.62 with disbursements of \$21,978.31 and a balance of \$5,914.13. Miss Sabin, Director of the Service Bureau for Classical Teachers, reported total receipts of \$10,227.94 and disbursements of \$9,596.52, leaving a balance of \$631.42. The League received from the General Education Board during the past fiscal year its fourth successive annual gift of \$5,000. A grant of \$2,500 from the same source is assured for the coming fiscal year and of \$1,500 for the year 1933-34. Every effort must be made during the next two years to increase the membership of the League and to reduce expenditures so as to make possible a "balanced budget" without the aid of further subsidies.

The following officers were elected for the year beginning July 1, 1932: PRESIDENT, W. L. Carr, Teachers College, Columbia University, New York; VICE-PRESIDENTS: Frank J. Miller, Professor Emeritus, University of Chicago; Anna P. MacVay, Wadleigh High School, New York; A. L. Bondurant, University of Mississippi, University, Miss.; Susan M. Dorsey, Former Superintendent of Schools, Los Angeles; SECRETARY-TREASURER, Rollin H. Tanner, New York University, Washington Square, New York; ELECTIVE MEMBERS OF THE COUNCIL: Edna White, William L. Dickinson High School, Jersey City, N. J.; Roy C. Flickinger, State University of Iowa, Iowa City; Marie B. Denneen, North Carolina College for Women, Greensboro; Richard M. Gummere, William Penn Charter School, Philadelphia; Mildred Dean, Central High School, Washington, D. C.; Gonzalez Lodge, New Canaan, Conn.; MEMBERS OF THE EXECUTIVE COMMITTEE, Lillian Gay Berry, Indiana University, Bloomington, Ind., and Margaret T. Englar, Western High School, Baltimore, Md.; MEMBER OF THE FINANCE COMMITTEE, Edna White.

At the afternoon session the following papers were read: Latin the Keystone of All Solidly Built Education, Ralph V. D. Magoffin, Professor of Classics, New York University, New York; Exploring Latin in the Junior High Schools of Baltimore, Helen Jefferson Loane, Supervisor of Latin in the Junior High

Schools, Baltimore, Md.; Some Present Trends in Instruction and Enrolment in Latin, Harold G. Thompson, Supervisor of Ancient Languages, State Education Department, Albany, N. Y.; The Humanities and the Trend of Education, Gordon J. Laing, Dean of the Division of Humanities, University of Chicago, Chicago, Ill.

Preceding the program of papers, the Secretary, Professor Rollin H. Tanner, read a message of greetings from Dr. Andrew F. West, Dean Emeritus of the Graduate School of Princeton University and Honorary President of the League. Dean West was the prime mover in the founding of the League and was its president from 1918-1926.

One new feature of the League's program in "keeping classics on the map" at the N. E. A. meeting was a booth in the large Exhibition Building where League and Service Bureau publications were attractively displayed during the week. The fact that many of those who stopped to examine the material were not teachers of the classics was most gratifying, for it showed clearly that the human interest which the intelligent teaching of Latin and Greek brings forth appeals to all thoughtful educators.

W. L. CARR
President

UNITS IN THE STUDY OF CICERO

By WREN JONES GRINSTEAD

University of Pennsylvania, Philadelphia

The organization of material suggested below for the study of Cicero is based on the assumption that units in the years of Latin later than the first should be organized around content rather than around language structure. The essential features of language structure as the central objectives of units can and should all be mastered in the first three semesters. The types of content units after that should be essentially those of literature or history in general; that is, the central objective should be an understanding, an ideal, or an attitude. The leading types, with their central objectives, should be somewhat as follows:

TYPE A. An important period of history (understanding)

TYPE B. An important stage in the career of an eminent man (understanding, ideal)

TYPE C. Political and social background of the work of a given author (understanding)

TYPE D. An important aspect (not chronological) of the life of a character (understanding, attitude, or ideal)

TYPE E. An important work, a unified series of works, or a unitary portion of a work of a given author (understanding, or attitude of appreciation)

Left
Miss Gertrude Brand
8-15-1934
v. 10, no. 1-8

TYPE F. A type of literature (attitude of appreciation)

The following series of units in the study of Cicero gives the classification of each as to the types outlined above, and suggested content and materials for each unit. The specific organization of each unit, with the contributory knowledge and skills necessary for its mastery, and the incidental outcomes which might be sought from it, would of course have to be worked out by each teacher for himself in the light of his pupils' capacities and interests, and the available materials for study.

Unit 1. The Background of Cicero's Career (Type A or C)

Content: Events from Sulla's dictatorship to the triumvirate of 43 B. C.; lawlessness, radicalism, and racketeering; the general drift toward one-man rule; the "jumpiness" of the public mind with reference to revolution and proscriptions; the rôles of Sulla, Pompey, Cicero, Caesar, Antonius, and Octavian in the evolution of events

Materials: Textbook introductions and collateral reading in English

Unit 2. The Early Career of Cicero (Type B)

Content: Birth, family and social connections, education, first appearance as a lawyer

Materials: Mostly English, but selections from *Pro Roscio Amerino*

Unit 3. Cicero and Provincial Government (Type B or D)

Content: Cicero's quaestorship in Sicily; the prosecution of Verres; perhaps a comparison with his proconsulship in Cilicia, with precautions as to chronological perspective

Materials: English, with selections from the *Verrine Orations* and possibly from the *Letters*

Unit 4. Cicero and the Popular Party (Type A or B)

Content: Events culminating in the first consulship of Pompey and Crassus (70 B. C.); the Mithridatic Wars; piracy; the Gabinian and Manilian Laws. (The career of Pompey in the East might be placed as the conclusion of this unit, or as the introduction to Unit 6.)

Materials: English; *Pro Lege Manilia* entire; perhaps selections from the *Letters*

(By centering attention on the structure of *Pro Lege Manilia*, this unit could be adapted to Type E or F.)

Unit 5. Cicero's Consulship (Type A or B)

Content: Cicero's gradual estrangement from the popular party; his campaign, election, and consulship; the conspiracy of Catiline

Materials: Selections from the *Catilinarian Orations*, from the *Letters*, and from Sallust's *Catiline*

Unit 6. Cicero in Eclipse (Type A, B, or C)

Content: The coolness between Cicero and Pompey; the Bona Dea affair, and Clodius' enmity toward Cicero; Pompey's return from the East, and his alliance with Caesar and Crassus; the triumph of the popular party; Caesar's consulship and proconsulship; the banishment and recall of Cicero; his temporary retirement from politics; conclusion of Clodius' career, and the defense of Milo

Materials: Mainly English, but selections from the *Letters*, from *Pro Milone*, and possibly from Suetonius' *Divus Julius*

Unit 7. Cicero the Philosopher (Type D or E)

Content: Contributions of Cicero to literary criticism, education, politics, religion, philosophy or ethics

Materials: *Pro Archia* entire, and selections from the *Essays* and *Letters*

(An additional unit, or a substitute for this, "Roman Correspondence," of Type F, would be feasible with certain texts, notably, that of Harrington-McDuffee or Ullman-Henry-White.)

Unit 8. Cicero's Private Life (Type D)

Content: Cicero's friendships and family affairs

Materials: English, and selections from the *Letters*

Unit 9. Cicero in the Civil War (Type A or B)

Content: Cicero's attempts to preserve peace between Pompey and Caesar; the outbreak and course of the Civil War; Caesar's dictatorship and death, and Cicero's attitude toward both

Materials: English, and selections from *Pro Marcello* or *Pro Ligario*, and from the *Letters*; possibly also from Suetonius' *Divus Julius*

Unit 10. Cicero's Last Struggle for the Republic (Type A or B)

Content: The confusion following the death of Caesar; the realignment of political and military forces; Cicero's struggle against Antony; the triumvirate and the death of Cicero; summary and estimate of Cicero's career and character

Materials: English, and selections from the *Letters*, the *Philippics*, and possibly from Suetonius' *Augustus*

AS A LATIN TEACHER SEES IT

If we can keep pounding away on the idea that in the case of our Latin pupils there is no English grammar upon which to build, we shall be helping immensely the interests of Latin. Our experiment with syntax tests here in our city has revealed the fact that pupils do not know how to distinguish "past" from "passive," nor do they know what "transitive" and "intransitive" mean. What is the use of learning that the object is expressed by *-am* or *-um* in Latin, if they do not know an object? We go along for weeks, thinking that we are teaching them Latin, when suddenly we come up against a wall and find out that they literally do not know "what it is all about," as they say. Some of them hardly know the words "noun" and "verb." One of my teachers says that we need many sentences using "love," "honor," and other words as verbs and then as nouns in the next sentence. For example:

"We *honor* George Washington."

"The Romans held their great men in *honor* too."

Why could we not have an exercise in every issue of *LATIN NOTES* for awhile, showing how to teach English grammar in connection with Latin?

AN OUTSTANDING PROBLEM

The Junior-Senior High School Latin problem which is now at a most critical stage could, as it seems to the editor, be solved by a more thoughtful consideration of conditions than exists at present, and by an earnest effort on both sides to cooperate. To this end, frank and honest expression of opinion is perhaps a helpful factor in beginning a discussion which may lead to a happy solution of the problem. It has been suggested that the next issue of *LATIN NOTES* be devoted to a symposium on the subject. Contributions will be welcomed.

SERVICE BUREAU MATERIAL AVAILABLE FOR DISTRIBUTION

This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for five cents each unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS (usually 10 cents each) and BULLETINS, are not sent out as a loan but must be purchased at the prices indicated. The material is listed in Leaflets published at the end of each school year, each one containing a summary of items which have been announced in the Latin Notes for the year. Sent out free of charge.

Numbering is continued from the May issue.

I. In Mimeographed Form

430. Rome and the Modern World, a play in English. By *Elsie I. Barrows* and *Helen E. Whipple*, Central High School, Syracuse, N. Y. Price, 10 cents.
431. The Conspiracy of Catiline, a play in English. By the Cicero class of Grandview Heights High School, Columbus, O.; *Annabel Romig*, teacher. Price, 10 cents.
432. Sight Translation, its Value and Use. By *Lourea Woodruff*, High School, Oak Park, Ill. Price, 10 cents.
433. "Dominoes"—a Conjugation Game, designed to vary drill in the first year. By *Elizabeth Bowman*, State Teachers College, Johnson City, Tenn.
434. Directions for making the armor of a Roman legionary soldier. By *Jessie Newby*, Oklahoma City, Okla.
435. In the Ancient Days, an assembly program. By *Virginia Wayman*, Webster County Schools, Ohio. Price, 10 cents.
436. A Latin Room: Suggestions for Design. By *E. D. Daniels*, Boys High School, Brooklyn, N. Y., and *R. H. Walker*, High School, Bronxville, N. Y. Price, 10 cents.

II. Latin Notes Supplements

Fifty-one Supplements are ready for circulation. For titles and prices, see the Leaflets I-VIII.

III. Bulletins

- XXVII. A bibliography of poems dealing with classical mythology. By *Helen Law*, Professor at Wellesley College. Price, \$1.00.

IV. Pictures

For titles of 297 paper prints dealing with the Vergil territory and Rome and the Romans, classified in Sets I-V, see back issues of Latin Notes or Leaflet VII (sent out free of charge). Price for each print, 5 cents, with discount for amounts ordered.

Addenda

SET II—ROME AND ROMAN RUINS ELSEWHERE

51. Ruins of a Roman Barrack in one of the Military Camps in Britain.
52. The Temple of Neptune and the Main Street of Paestum, with Ruins of Shops and Houses.
53. The Temple of Ceres and Surrounding Ruins at Paestum.

SET III—ROMAN LIFE

60. Some Remarkable Specimens of Tableware Found in Pompeii.
61. Silver Cooking Utensils and Serving Dishes Found in Pompeii.

SET IV—ROMAN HISTORY (INCLUDING LEGENDS) AND STORIES OF FAMOUS MEN AND WOMEN

94. Cicero's Speech against Catiline in the Senate (colored). Price, 10 cents.
95. Portrait of Vergil from an Early Edition of His Works by Melmoth.

SET V—CLASSICAL MYTHOLOGY AND ROMAN RELIGION

33. Aeneas Leaving Troy and Carrying His Aged Father.
34. The Tragic End of the Dido Story.

SET VI—ATHENS AND GREEK RUINS ELSEWHERE

(See also Set I)

1. The So-Called "Theseum" in Athens.
2. Restoration of the Acropolis at Athens.
3. Excavations of the Stoa Basileos (Royal Colonnade), Athens, from the Northeast.
4. Looking along the Foundations of the Stoa of Attalus in Athens.
5. View from the Acropolis of the Agora Area (Market of Ancient Athens) to be Excavated.
6. View across the Agora Area (Market of Ancient Athens) toward the Theseum.
7. View across the Agora Area (Market of Ancient Athens) toward the Acropolis.
8. Early Corinthian Vases from a Sarcophagus found at Corinth.

SUBLIMATION

I do not work with marble or with clay;

No peach blow vase of mine will ever stand

As symbol of the potter's magic hand—

No Aphrodite see the light of day

Because I freed her from her marble thrall;

And, yet, perchance, mine is the finer art—

I work with mobile things—the mind and heart

Of ever changing childhood. Mine the call

To plant the seed, to pluck the tares, to know

That in each garden's nurturing, the whole

Of life—is the unfolding of a soul!

God grant me grace to give it room to grow!

WINIFRED HATHAWAY